

**Standards of Program Quality and Effectiveness,
Factors to Consider,
and
Preconditions in the Evaluation of
Professional Teacher Preparation Programs for
Multiple Subject Credentials
*with an Emphasis in Early Childhood Education***



Commission on Teacher Credentialing

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COMMISSION ON TEACHER CREDENTIALING

Mary Jane Pearson, Chair

Philip A. Fitch, Executive Secretary

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Commission on Teacher Credentialing

Early Childhood Education Advisory Panel

Name	Position	Employer or Location
Michael Ballard-Campbell	Professor	California State University Sacramento
Candy Dawson Boyd	Director, Multiple Subject Credential Program	St. Mary's College
Elizabeth Crane	Professor	California State University, Northridge
Betty Halpern	Coordinator, Early Childhood Education	Sonoma State College
Joyce Huggins	Professor	California State University, Fresno
Moonyene Lew	Teacher	Sacramento City Unified School District
Lynn Lucas	Director	El Dorado County Childrens Centers
Maria Ramirez	Teacher	Sacramento City Unified School District
Doris Smith	Professor	California State University Fresno
Jenny Stassevitch	Teacher	Lockwood Elementary School Oakland
Robin Valles	Principal	Trapp Elementary School, Rialto
Ruth Vreeland	Teacher	Monte Vista School Monterey

Consultants to the Panel:
Carol A. Bartell
Priscilla H. Walton

Commission Secretary to the Panel:
Joyce Neeley

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History of Early Childhood Education in California

Early Childhood programs in California have a distinguished history and an established network of supporters. This is reviewed in a statement, "History of California Child Care and Preschool", published by On The Capitol Doorstep, 1980. California attracted national attention in 1971 when the Legislature passed Senate Bill 1302 which provided for a state funded Early Childhood Education Program in public schools. Based on the requirements of SB 1302, November 7, 1972, money was made available for early childhood teacher aides, consultants, coordinators, parent involvement, materials, and teacher training. Following SB 1302, Senate Bill 65 enacted the School Improvement Program (SIP) which provided for program elements of the K-3 Early Childhood Education Programs and continued these elements into the intermediate and high school levels as a result of their successful application at lower levels.

In 1967, the Standard Teaching Credential with Specialization in Early Childhood Education (part of the Fisher Credential Program), provided a credential specifically for preschool, kindergarten and primary preparation. The issuance of this credential was discontinued in 1971.

In 1971, the Ryan Bill was passed by the Legislature and by 1973, the law was implemented throughout the state through the development of new credentials. Under the Ryan Act the Multiple Subject Credential and the Early Childhood Education Specialist Credential were approved in 1973 by the Commission for Teacher Preparation and Licensing. California State University, Fresno and California State University, Sonoma developed Multiple Subject Early Childhood Emphasis Programs which have been approved by the Commission on Teacher Credentialing (CTC) and have been operating successfully since 1971. These programs followed the previous Multiple Subject Early Childhood Education guidelines and consequently did not contain specific competencies. These Multiple Subject with an Emphasis in Early Childhood Education Standards reflect the integration of an early childhood education emphasis within the basic credential.

Rationale

Beginning in 1965, Head Start served as a catalyst to popularize the role and contributions gained from quality early experience for the young child. Successive researchers have dramatized the benefits of quality early education. The importance of this work has influenced many teachers to select Early Childhood Education as a major area of concentration. In addition, this Early Childhood Education Emphasis serves as a career ladder for those who work in preprimary and other child care settings and who later decide to return to a teacher education program and qualify for a teaching credential.

The Multiple Subject Credential stipulates authorization to teach grade 12 and below in a self-contained classroom. Children under the age of eight think and learn in qualitatively different ways than older children. Consequently, classroom environments and teaching strategies need to be adapted to these developmental differences in the children. Some California districts in their Chapter 1 schools have implemented intervention programs for four-year olds. These teachers must have a valid Multiple Subject Credential, but seldom have had Early Childhood Education training with an emphasis in preprimary programs.

There is a growing consensus among researchers, educators, public officials, and parents that the early childhood years are crucial to success in school. Teachers have long held these convictions which are substantiated by significant research evidence. The Consortium for Developmental Studies found that high-quality early childhood programs can have a positive, long-term effect on academic performance and social-emotional behavior, and can strengthen children's chances for future success. A study of the Chicago Panel on Public School Policy and Finance reported that strong preparation in the early elementary grades is the most important predictor of later school achievement. Research conducted by the High Scope Educational Research Foundation and the Consortium for Longitudinal Studies provides strong evidence that programs with an Early Childhood Education Emphasis can reduce disadvantaged children's needs for special education classes or retention in grade. The cost-benefit analysis of these studies indicate that high quality Early Childhood Education contributes to higher academic performance, lower delinquency rates and better employment prospects.

In order for early childhood programs to be successful, they must be focused on the needs of young children and must be staffed by competent professionals who are able to meet these needs in an appropriate way. In 1986, the California Association for the Education of Young Children completed a survey of 431 California kindergarten teachers that were randomly selected from a successive cluster sample design from every county within California. Of these teachers, 62 percent indicated in an open-ended response that there was too much academic pressure and not enough programs that were developmentally appropriate. There is a need for the inclusion of special knowledge of developmentally appropriate curriculum and early childhood teaching methods to better serve the needs of young children and their families.

For teachers whose first choice is to work with the preschool, kindergarten, or primary age child, an emphasis on multiple subject early childhood principles and practices is valuable. Characteristics of this work include the ability to enjoy teaching this age group, a focus on resource and curriculum materials, the knowledge of planning environment, and age appropriate experiences, utilization of community resources, integration of health and nutrition, parent involvement and parent education. These characteristics and the knowledge of how young children acquire cognitive and affective structures for successful learning lay a foundation for strength in teaching children in the middle and upper intermediate grades.

The traditional family structure in today's society is no longer the dominant model of child care and education. The care of young children is increasingly occurring outside the context of the family. This places new demands on society to insure quality child care and educational experiences. The ascendancy of the two parent working family, the single working parent, the high rate of pregnancy among teenagers who lack parenting skills and the feminization of poverty all have strong implications for future child care and education. It suggests that more children will be cared for from earlier ages and for longer periods of time outside the home.

Added to this change in caregiving patterns are the increasing numbers of children from culturally diverse backgrounds who are a significant portion of California's children. Increasing numbers of children enter early schooling experiences with a wider range of ethnic, cultural, and language backgrounds than ever before in the history of California. It is important to recognize this diversity and to meet the needs and challenges of developing appropriate and enriching educational practices that respond to and celebrate this diversity. Early childhood represents the best place to start in order to have a lasting impact.

The Multiple Subject Program with an Emphasis in Early Childhood Education

The Multiple Subject Program with an Emphasis in Early Childhood Education is designed to prepare teachers who will work in a variety of early childhood settings. The emphasis program is a part of a candidate's overall preparation in the basic Multiple Subject teaching credential program. This preparation should emphasize particular skills, knowledge, and experiences that are particularly appropriate to teaching the young child.

Teachers who hold a Multiple Subject Credential with an Emphasis in Early Childhood Education are authorized to teach in any multiple subject setting. However, the special skills and knowledge they have acquired will prepare them in a unique way to work in preschool settings and in kindergarten through third grade.

Within the Multiple Subject professional program requirement of 12 semester units of professional preparation, the Early Childhood Emphasis Program provides a unique focus beyond the regular Multiple Subject Program and places an additional emphasis on skills and qualification for work with young children. Cultural and linguistic diversity is integrated into all program components and, when appropriate, addressed as a separate topic for study.

Every teacher candidate would complete all the existing Multiple Subject Credential requirements. In addition, the Early Childhood Education Emphasis will be unique by requiring the following factors.

Unique Factors

- A preprimary field experience will be included.
- Child development is included as a competency which can be acquired in the teacher preparation sequence or as a prerequisite to the program. Lower division courses from community colleges are acceptable.
- The 12 units of required professional preparation prior to student teaching will have an Early Childhood Emphasis, i.e., from birth to eight years of age, but not to the exclusion of the competencies needed to teach older children.
- The sites selected for field work and student teaching will emphasize a developmental orientation.
- An orientation which includes the family as an integral part of teaching the young child will be included.

Career Ladder

A career ladder sequence is included in the credential program and uses and validates the candidate's previous experiences in diverse early childhood settings. The career ladder pattern may include acquiring some of or all of the following education and credentials.

- Children's Center Regular or Supervisory Permit may be an optional entry point
- Approved Liberal Studies Waiver Program or Approved Waiver Program in Child Development
- Multiple Subject Credential with an Emphasis in Early Childhood Education
- Master's Degree in Education, Early Childhood Concentration
- Doctor's Degree

As in any career ladder this credential takes its place as an introduction to the field or specialization and should be followed by experience in the field and additional work to gain the Early Childhood Specialist Credential, and/or the Master of Arts Degree with an option in Early Childhood Education. The fifth year requirement of 30 units beyond the basic credential offers the student an opportunity to gain a true career ladder.

Current Expansion in Early Childhood Education Programs

This program has been developed within the framework of the new standards and factors to consider. It is compatible with the educational reform movement and in keeping with the national and state concerns expressed about the care of young children. The past two years have witnessed an unprecedented level of policy making focused on child care and early childhood education. The nature of the changing family structure, and the dominance of the single working parent model require societal responses to assure positive child care and less stressful educational experiences. Perhaps now more than any other time in history, the care of children is carried on significantly outside the context of the family, the quality of future child care providers and educators is a major concern.

Plan for Implementation of the Multiple Subject Credential with an Emphasis in Early Childhood Education

Institutions of higher education need to submit a program document for approval by the Commission. The program document should contain the following:

- A narrative response to each Precondition (pp. 36-38).
- A narrative response to each Early Childhood Emphasis Standard.

Institutions of higher education may want to include charts, matrices, and other graphic displays that will assist the Commission at time of initial approval and the program evaluation teams when the program is subsequently evaluated. When the Early Childhood Emphasis Program corresponds with the previously approved Multiple Subject Program, the institution may repeat the response to a precondition or a standard in the Early Childhood Emphasis Document. However, the Early Childhood Emphasis Document should be a complete self-contained document, and the Commission should not be expected to reference already existing program documents.

Early Childhood Emphasis programs may also be developed as Internship Programs or as Experimental or Alternative Programs of Teacher Preparation. If an institution of higher education chooses to develop such a program, the appropriate Commission program manual should be consulted, i.e., *Standards of Program Quality and Effectiveness, Factors to Consider and Preconditions for the Evaluation of Multiple or Single Subject Teacher Education Programs with an Internship*, (CTC 1989); and *Experimental and Alternative Programs of Collegiate Preparation for California Teachers and Other Educators*, (CTC 1989).

Assumptions Underlying Program Standards

Children of today are responsible for all of our tomorrows. Teachers, along with parents and the community, share a rare opportunity to shape an education which fosters an intelligent and compassionate world view, and which enables children to live in a culturally and economically interdependent world. Standards for this credential program were written with attention to the development of the following.

- *Assessment, Learning, and Evaluation*
The knowledge of how children learn in order to developmentally observe, assess, teach, and evaluate.
- *Children with Special Needs*
A curriculum that addresses the needs of children who require special teaching and learning strategies.
- *Classroom Environment*
An environment which encourages cooperation and collaboration on the part of the children, educators, family and community.
- *Classroom Management and Interpersonal Relations*
Skills which enhance positive self concepts and a zest for learning.
- *Linguistic and Cultural Diversity*
An unbiased attitude toward ethnicity, gender, race, age, and linguistic differences.
- *Curriculum*
The ability to select, develop and implement developmentally culturally and linguistically appropriate curriculum content that reflects our changing pluralistic diverse society.
- *Early Childhood Public Policy and Issues*
Knowledge of public policies and legislation that affects the rights of children and families.
- *Philosophical Foundations*
The individual child's intellectual, emotional, social, and physical growth with an understanding of changing family patterns and their societal implications.
- *Professional Responsibilities*
A commitment to professional responsibility for continual self growth and to deal responsibly with issues that have an impact on the school environment.
- *Home and School Setting*
Knowledge of the home, community, how the school is organized, and a commitment to cooperation and communication between them.

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and
Factors to Consider in the Evaluation of
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Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Factors to Consider

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Daily and Full-Time Student Teaching Responsibilities

In the Standards and Factors to Consider, the term "daily teaching responsibilities" refers to the extended period of time during student teaching when a candidate assumes primary responsibility for teaching one or more classes of students on consecutive school days. "Full-time teaching responsibilities" means that a student teacher assumes the range of academic responsibilities that the candidate's supervising teachers normally assume on a given day.

Early Childhood

Early childhood refers to the age range of children, birth through eight.

Early Childhood Education

Early childhood education refers to educational programs serving children eight years and below.

Early Childhood Program Settings

Early childhood program settings means services for children from birth through age eight in part-time and full-day group programs in centers, homes and institutions; kindergartens and primary schools; and recreational and before/after school programs.

Field Work

Field work refers to observation and participation in a program that is completed before student teaching.

Intermediate

Intermediate refers to third grade through sixth grade.

Multiple Subject Credential Program with an Early Childhood Education Emphasis

Multiple Subject Credential Program with an Early Childhood Education Emphasis refers to the training, preparation and qualifications of teachers who work in self-contained settings, from 12th grade down, with an emphasis in working with children from birth through eight years of age. These graduates are also authorized to teach with the regular Multiple Subject Credential.

Preprimary

Preprimary refers to infant, toddler, preschool, and nursery school programs.

Primary

Primary refers to kindergarten through third grade.

Student Teaching

Student teaching refers to the completion of the equivalency of one semester of full-time teaching in a classroom, assuming duties of the teacher.

Teacher Candidate

Teacher candidate refers to a person who is qualified to enroll in and complete a teacher education program.

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale, and Coordination

Each Multiple Subject with an Emphasis in Early Childhood Education program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, candidates need to experience teacher education programs that are designed cohesively on the basis of a rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- An approved program of professional preparation may have a variety of administrative models that insure effective coordination, each of which includes an individual with experience or expertise in Early Childhood Education. Examples of administrative models are (a) a faculty member with early childhood education; (b) an interdisciplinary faculty team; or (c) a modification of the existing Multiple Subject administrative structure with assigned responsibilities.
- The program includes evidence of articulation between the four-year college offering the program and its feeder community colleges.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The postsecondary institution attends to the operation and effectiveness of each Multiple Subject with an Emphasis in Early Childhood Education program, and resolves each program's needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institution support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institution has effective procedures to quickly resolve grievances and appeals by faculty, students and staff (such as allegations of discrimination).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each Multiple Subject with an Emphasis in Early Childhood Education program to fulfill the Standards in Categories I through V.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, the institution is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Adequate funding for resources is evidenced by a low ratio of candidates to faculty, extensive field experiences, and a wide variety of professional materials, adequate support staff and physical space.
- Materials that reflect the diversity of philosophy in the early childhood field are available to students enrolled in the program. Such materials may be included in the institution's library or instructional materials laboratory and may take the form of current texts, periodicals, computer software, audio-visuels, and concrete manipulatives.
- A variety of resources are available for effectively working with parents, such as audio-visual materials for parent education.
- The Multiple Subject with an Emphasis in Early Childhood Education faculty composition reflects an institutional commitment to the goals of cultural pluralism, gender equity and ethnic diversity.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 4

Qualifications of Instructors and Supervisors

Qualified persons teach all courses and supervise all field experiences in each Multiple Subject with an Emphasis in Early Childhood Education program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, course and field experiences must be taught and supervised by qualified Multiple Subject Early Childhood Education persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each member of the faculty has or is obtaining advanced education and graduate work directly related to the individual's teaching assignment.
- Each member of the faculty has direct, substantial, successful professional experience related to the individual's teaching assignment.
- Faculty members who teach courses and/or portions of courses that relate to early childhood education have academic preparation, successful teaching experience, and the ability to incorporate appropriately in the curriculum and instruction their knowledge of ethnicity, gender, race, socioeconomic and language, and other differences as they impact early childhood early childhood settings.
- Faculty members who supervise field experiences, including student teaching have academic preparation, successful teaching experience, and current knowledge of early childhood settings that reflect the cultural linguistic and socioeconomic diversity of society.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality and currency of courses and field experiences in each Multiple Subject with an Emphasis in Early Childhood Education program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and ineffective instructors and supervisors must be removed from the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Faculty members maintain currency in the field through active participation in appropriate early childhood education professional activities, including organizations, conferences, research, and similar professional development activities.
- Provision is made for periodic review and evaluation of faculty members' performance, including to effectively teach in a pluralistic society.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 6

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants, local practitioners and diverse community members, and that leads to substantive improvements in the Multiple Subject with an Emphasis in Early Childhood Education program.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsors and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is evidence of the on-going involvement of relevant constituencies in the credential areas. Such involvement may take the form of advisory councils or community meetings or other ways of communication.
- The program is evaluated continuously and cumulatively in order to maintain high quality.
- The program is revised appropriately based on the results of regular evaluations of new knowledge about the education of children and the education of teachers.
- Data for the evaluation of the program are sought from appropriate sources such as current candidates, graduates, educational institutions used in field placements, institutions employing graduates, parents of children taught by graduates and professional and regulatory officials.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category II

Admission and Student Services

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the Multiple Subject with an Emphasis in Early Childhood Education program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution.

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each cohort of candidates must be in the upper half of an appropriate comparison group on one or more indicators of academic achievement.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The institution has defined an appropriate comparison group, computed their median level of attainment on each academic achievement indicator, and attended to the attainments of each annual cohort of admitted candidates on each indicator.
- Each annual cohort of admitted candidates has attained the median or higher (in the comparison population) on each selected indicator of academic achievement.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity and handicapping conditions.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 8

Admission of Candidates: Preprofessional Qualifications

Before admitting candidates into the Multiple Subject with an Emphasis in Early Childhood Education program, the institution determines that each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as an Early Childhood Education teacher.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human characteristic of teaching. Each prospective teacher must also bring appropriate personal characteristics and experiences to the program, so that the program can build on human qualities that are essential for effective teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Candidates demonstrate affinity for teaching, assessed through personal interviews with faculty, recommendations and evaluation of previous or current experience with children.
- Methods of selection for enrollment in teacher education programs do not discriminate on the basis of race, gender, age, ethnic origin, language, religion, or physical handicap.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 9

Availability of Program Information

The institution informs each Multiple Subject with an Emphasis in Early Childhood Education candidate in the program about (a) all requirements, standards and procedures that affect candidates' progress toward certification; and (b) all individuals, committees and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, early childhood education candidates must receive information about the applicable policies and requirements. In the absence of such information, candidates become confused, which interferes with their learning and their ability to make sound career decisions.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Early in the program, each candidate is informed in writing about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for teacher certification; and (4) specific standards and deadlines for making satisfactory progress in the program.
- Early in the program, each candidate is informed in writing about: (1) advisement services, assessment criteria, and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 10

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise Multiple Subject with an Emphasis in Early Childhood Education candidates about their academic, professional and personal development as the need arises, and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program it has an obligation to provide for his or her academic, professional and personal development as the need arises.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Faculty advising Early Childhood Emphasis candidates have knowledge and experience in early childhood education.
- Career counseling and placement resources are available to candidates. Candidates receive early counseling and advice regarding the realities and the opportunities of the early childhood work environment.
- Candidates regularly receive advice, counseling, and support regarding their continuation in the program.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists Multiple Subject with an Emphasis in Early Childhood Education candidates who need academic professional or personal assistance. The institution retains only those candidates who are suited to enter the teaching profession and who are likely to attain the standards of professional competence in Category V.

Rationale

An institution that prepares teachers has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to be teachers, or who are unlikely to become competent.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Candidates demonstrate good personal, physical, and mental health or the ability to cope adequately with any health deficiency to function effectively in the field.
- Candidates demonstrate effectiveness in interacting with children and adults.
- Candidates' effectiveness is especially observed by experienced program staff and supervising personnel during field experience.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category III

Curriculum

Standard 12

Program Transitions

Study and practice of childhood education encompasses preprimary, primary and intermediate levels of education, which are effectively integrated in the curriculum of each Multiple Subject with an Emphasis in Early Childhood Education Program.

Rationale

Development and learning are continuous in all areas; cognitive, language, physical, social, emotional, and aesthetic. Knowledge of the child's previous school performance can enable the teacher to plan better for current and future curricula.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is evidence that the candidate demonstrates developmentally, linguistically and culturally appropriate activities for the child using a variety of instructional materials. There is evidence that the candidate has experiences interacting with families and utilizing community resources.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 13

Preparation for Multiple Subject Early Childhood Teaching Responsibilities

Prior to and concurrent with student teaching, the program gives each candidate adequate opportunities to attain the Standards in Category V as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading. The Multiple Subject Program with an Early Childhood Education Emphasis curriculum provides the candidate with appropriate knowledge and theoretical training.

Rationale

Before candidates assume daily teaching duties, they must have adequate opportunities to learn knowledge and skills that underlie professional competence, so they can serve their students responsibly.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The required sequence of professional education courses and field experiences prior to daily teaching responsibilities address all of the Standards of Competence and Performance in Category V, and include evaluation criteria that are directly related to knowledge and skills which candidates are expected to attain in the program.
- Each candidate is informed, at each phase of the program, of the level of expected mastery of (a) developmental levels of children; (b) generic pedagogical knowledge and skills; (c) subject-specific knowledge and skills; and (d) skills for the teaching of oral, written, and nonverbal communication.
- The required sequence of professional education coursework utilizes and models effective techniques for teaching knowledge, concepts, skills and values.
- Each candidate learns and demonstrates teaching strategies that promote equal learning opportunities in the classroom, including effective approaches for teaching students who are culturally, ethnically and socioeconomically diverse. This includes multicultural education for all students.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 14

Development of Multiple Subject Early Childhood Professional Perspectives

Prior to or during the Multiple Subject with an Emphasis in Early Childhood Education program, each candidate examines contemporary schooling policies and teaching practices in relation to fundamental issues, theories, and research in Early Childhood Education.

Rationale

To become fully professional, prospective teachers must begin to develop philosophical and methodological perspectives that are based on consideration of fundamental issues, theories, and research.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- A variety of community resources are available, such as information about social service agencies, clinics and other settings serving physical and mental health needs, and educational facilities.
- The candidate has knowledge of the historical development, philosophical perspective and importance of models, programs, and settings for the young child.
- The candidate studies human development throughout the life span with special emphasis on cognition, language, physical, social, and emotional development, both typical and atypical, from birth through age eight.
- The candidate studies historical, philosophical, psychological, and social foundations of early childhood education, and their implications regarding programs and settings for young children.
- The candidate develops the ability to relate to theory practice which is appropriate for all children served.
- The candidate can locate and use current professional literature, organizations, resources, and experiences to obtain new ideas and information.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 15

Preparation for Multiple Subject Early Childhood Multicultural Education

Prior to or during the Multiple Subject with an Emphasis in Early Childhood Education program, each candidate engages in multicultural study and experience, including study of second language acquisition and experience with successful approaches to the education of linguistically different students.

Rationale

California's population is multicultural and multilingual. Each public school teacher must be prepared to educate effectively students who are culturally and linguistically diverse.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Faculty regularly examine the content of courses, instructional materials, and field placements to ensure that they reflect the cultural diversity of society.
- Linguistic, cultural and socioeconomic diversity is integrated into all program components and, when appropriate, addressed as a separate topic for study.
- Each candidate is prepared to eliminate practices and materials that discriminate against children and their families on the basis of race, gender, ethnic origin, language, religion, or physical handicap.
- Candidates are prepared to utilize practices and materials that reflect the diversity of children in a classroom and society.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 16

Orientation to Individual Differences

Prior to or during the Multiple Subject with an Emphasis in Early Childhood Education program, each candidate is oriented to a wide range of individual differences in all children and adolescents, including physical, social, emotional, intellectual, cultural, and linguistic differences.

Rationale

To be well prepared to assume daily teaching responsibilities, candidates must be acquainted with common traits and individual differences because they will be licensed to teach students at several stages of development.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate observes and participates in settings that include atypical children--understanding the needs of developmentally diversified children, and recognizing conditions requiring assistance from other professionals.
- Each candidate works with all children including those who have special needs and or talents and abilities, i.e., diversified cultures and socioeconomic levels; language patterns and dialects; physical and emotional differences; and differing family structures.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category IV

Field Experiences

Standard 17

Collaboration with Local Educators

The institution implements a continuous process of collaboration with local school administrators and teachers to ensure appropriate selection of training schools and supervising teachers, and appropriate placement of candidates in field experiences.

Rationale

The selection of training schools and teachers, and the placement of candidates in schools and classrooms, strongly affect the quality and effectiveness of field experiences in a professional preparation program. Those selections and placements are most likely to be appropriate when they are made in the context of a cooperative relationship between the institution and local school administrators and teachers.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Field experiences provide candidates with a variety of supervised experiences with children and families throughout the program. Field experiences, such as observation and participation with teachers and student teaching, provide candidates with the opportunity to apply their knowledge in practical situations and expose candidates to a diversity of multiple subject/early childhood settings.
- Field placements are made with competent cooperating teachers. Inherent in the field work and student teacher's experience is rapport between the college supervisor, the candidate, the resident teacher, and the children in the class to promote an environment that enhances teaching.
- Every effort is made to cooperatively select exemplary developmentally oriented multiple subject and early childhood multicultural multilingual settings as field placements.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 18

Field Experience Prior to Student Teaching

Before assuming daily student teaching responsibilities, each candidate in the program has one or more supervised field experiences that (a) relate to the candidate's professional goals; (b) provide opportunities to interrelate theories and practices; (c) prepare the candidate for daily teaching responsibilities; and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.

Rationale

Individualized field experiences enable candidates to comprehend the principles and practices presented in their courses and enable the institution to determine when candidates are ready to begin daily supervised teaching.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Field work in the Multiple Subject with an Emphasis in Early Childhood Education Program is an introduction and prerequisite to student teaching.
- It is a structured observation/participation that provides an opportunity for interaction and work with children in a variety of settings that reflect social, cultural, and linguistic diversity of students and society at the preprimary, primary and intermediate levels.
- It is also a part of the required Multiple Subject professional courses requiring experience in multiple field settings.
- Criteria for selecting quality sites for various types of field experiences are established by the program. Each site is evaluated for continued use by program personnel for purposes of considering whether a specific site will continue to be used for field experiences.
- Each candidate is provided field experiences that reflect the best possible practices in Multiple Subject with an Emphasis in Early Childhood Education.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 19

Advancement to Daily Student Teaching Responsibilities

In each Multiple Subject with an Emphasis in Early Childhood Education program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either passed the relevant subject matter examination approved by the Commission or completed at least four-fifths of a program of subject matter preparation that waives this examination.

Rationale

Daily teaching responsibilities should be assigned to qualified candidates who are professionally ready, proficient at basic academic skills, and knowledgeable about the subject(s) to be taught.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic process of documentation that verifies that each candidate has met all requirements for advancement to daily teaching responsibilities.
- Each candidate's readiness for advancement to daily teaching responsibilities is verified by the institutional supervisor and classroom teacher who observed his or her field experiences, and by the academic department in the subject which the candidate is to teach.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 20

Qualifications and Recognition of Supervising Teachers

Each classroom teacher who supervises one or more student teachers is (a) certified and experienced in Multiple Subject with an Emphasis in Early Childhood Education, teaching the subject(s) of the class; (b) trained in supervision and oriented to the supervisory role; and (c) appropriately recognized and rewarded by institution.

Rationale

Supervising teachers are significant sources of professional training for credential candidates, so they must be well qualified, oriented, trained and recognized.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Teachers supervising field experiences, including student teaching, have had academic preparation in the field of Multiple Subject with an Emphasis in Early Childhood Education.
- Supervisors have successful teaching experiences in diverse and early childhood settings.
- Supervisors demonstrate professional involvement in early childhood education.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 21

Guidance, Assistance, and Feedback

Throughout the course of student teaching, each candidate's performance is guided, assisted, and evaluated in relation to each Standard in Category V by at least one supervising teacher and at least one institutional supervisor, who provide complete, accurate and timely feedback to the candidate.

Rationale

Candidates can reasonably be expected to attain competence only if their performances are guided, assisted and evaluated in relation to standards of competence, and only if they receive complete, accurate and timely information about their progress toward competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate receives regular and systematic information concerning his/her progress. The candidate is informed of the basis upon which his/her progress is assessed.
- Each candidate has opportunities for self-assessment and self-improvement.
- Each candidate participates in evaluation of courses, faculty, field placements, and the program as a whole.
- Each candidate is aware of the processes for review of evaluation decisions.
- Each candidate's competency is verified in accordance with the specified curriculum objectives through ongoing and cumulative evaluations in courses and the program as a whole.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Category V

Candidate Competence and Performance

Standard 22

Student Rapport and Classroom Environment

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning and fosters mutual respect among the persons in a class.

Rationale

To realize their educational goals and potential, children and adolescents must feel respected in the school environment. Each prospective teacher must, therefore, learn to establish and maintain respectful relationships with all students in a classroom environment that fosters learning and respect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates effective classroom management techniques based on knowledge of a variety of different socioeconomic, linguistic, and cultural family backgrounds.
- Each candidate develops skills to build an ongoing, effective communication between pupil-pupil, teacher-pupil, teacher-parent, teacher-colleague (including professional and support staff), teacher-community, and teacher-administrator.
- Each candidate establishes a classroom environment and atmosphere that enhances the students' positive self-concepts and positive attitudes toward learning and toward each other.
- Each candidate develops skills to work effectively with individuals and other school personnel concerned with children.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 23

Instructional Planning Skills

Each candidate prepares unit and lesson plans that include goals, objectives, strategies, activities, materials, and assessment plans.

Rationale

Instruction that is carefully and skillfully prepared is likely to be more effective than that which is not; prospective teachers must, therefore, acquire instructional planning skills.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate can select and use a variety of instructional materials appropriate for the age, gender, developmental level, socioeconomic, linguistic, cultural, and individual differences that are appropriate to the child's background.
- Each candidate develops skills to prepare a learning environment.
- Each candidate uses play at all levels.
- Each candidate demonstrates the use of concrete materials and provide opportunities for hands-on experiences at all levels.
- Each candidate encourages student communication and support at all levels.
- Each candidate plans, implements and evaluates developmentally appropriate content in curriculum areas, e.g., language, reading, mathematics, science, social studies, health, safety, physical, fitness, nutrition, art, music, drama, and movement.
- Each candidate uses creative, concrete, manipulative materials and appropriate play as instruments for enhancing development and learning.

- Each candidate provides an environment which is rich in oral language in order to provide strategies for--
 - Developing verbal expression;
 - Providing a variety of language experiences appropriate to diverse cultures;
 - Developing small motor development;
 - Reading to children and using a variety of children's literature that reflects gender, cultural and ethnic, socioeconomic diversity;
 - Stimulating creative writing and dictation;
 - Encouraging children to read their own writing;
 - Using pre-reading and beginning reading materials; and
 - Sequencing reading instruction to ensure that each child learns to read when developmentally able.
 - Providing an environment which is rich in the child's' dominant language in order to provide strategies for language acquisition.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 24

Diverse and Appropriate Teaching

Each candidate prepares and uses diverse multiple subject/early childhood instructional strategies, activities and materials that are appropriate for young children.

Rationale

A teacher's strategies, techniques and materials should facilitate students' efforts to learn the subjects of instruction.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate can provide developmentally, linguistically, and culturally integrated learning experiences for infants, toddlers, preprimary, primary, and intermediate children that facilitate development and learning in all areas: cognitive, language, physical, social, emotional, and aesthetic.
- Each candidate can demonstrate an understanding of the implications of child development by having appropriate expectations of children.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 25

Student Motivation, Involvement, and Conduct

Each candidate motivates and sustains student interest, involvement, and appropriate conduct during a variety of class activities.

Rationale

Student motivation, involvement, and appropriate conduct are essential prerequisites for learning. Prospective teachers must be prepared to stimulate students' interest and involvement in varied activities, while maintaining appropriate student conduct.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate uses classroom teaching strategies including, but not limited to, integrating child-initiated choices, discussion, critical thinking, problem solving, and an open-ended question-answer process into all activities.
- Each candidate demonstrates effective use of subject matter context appropriate to the child's age, cultural background, dominant language, and learning ability in lesson preparation, selection of materials, implementation and evaluation.
- Each candidate develops appropriate strategies for teaching and managing children, individually, in small groups, and in large groups, to motivate and promote growth and learning.
- Each candidate demonstrates knowledge of various types of classroom organizations, e.g., self-contained classrooms, team teaching, open classrooms, and learning centers.
- Each candidate creates environments and plans for the individual socioeconomic, cultural, and linguistic needs of all children, including children with disabilities and special abilities.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 26

Presentation Skills

Each Multiple Subject with an Emphasis in Early Childhood Education candidate communicates effectively through a variety of developmentally appropriate media by presenting ideas and instructions clearly and meaningfully to students.

Rationale

If a candidate's future students are to have adequate opportunities to learn, he or she must be able to communicate clearly and meaningfully the material they are to learn.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates the ability to communicate using a variety of approaches.
- Each candidate demonstrates the ability to use various language strategies including second language acquisition strategies, if needed.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 27

Student Identification, Achievement, and Evaluation

Each Multiple Subject with an Emphasis in Early Childhood Education candidate identifies student learning needs, attains instructional objectives, and evaluates the achievements of the students in a class.

Rationale

Teachers must identify the needs of students in order to guide their learning and plan instruction in a class. Verification of a candidate's pedagogical skills, as reflected in Standards 20 through 25, must also be supplemented by evidence that he or she has successfully led the students in a class to attain instructional objectives, and that he or she has evaluated their achievements as a basis for further instructional planning.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate observes and records children's behavior for purposes of assistance in achieving goals, providing for individual needs, and appropriately guiding children.
- Each candidate demonstrates knowledge of how children learn.
- Each candidate plans for and assists in identifying the learning problems of children.
- Each candidate prescribes instruction based on the child's individual needs.
- Each candidate assesses student performance without gender, socioeconomic, linguistic, ethnic, or racial bias.
- Each candidate assesses student performance objectives and lessons for individuals and groups on a short and long-term basis which includes whole class teaching situations.
- Each candidate evaluates the student's achievement.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 28

Cognitive Outcomes of Teaching

Each candidate improves the ability of students in a class to think analytically, evaluate information, and reach sound conclusions.

Rationale

Thinking abilities are essential for effective citizenship, occupational success, personal fulfillment and success in school. They cut across the school curriculum; teachers of all subjects and grade levels must be able to foster students' thinking skills.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate effectively teaches the students in a class to evaluate and analyze the content that the students learned in the class.
- Each candidate generates evidence that the critical thinking skills and/or problem solving abilities of the students in a class have improved as a result of his or her teaching.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 29

Affective Outcomes of Teaching

Each candidate fosters positive student attitudes toward the subject(s) learned, themselves, and their capacity to become independent and life-long learners.

Rationale

Community welfare depends partly on individual attitudes for which schooling is partly responsible. Prospective teachers must be able to foster positive attitudes in students, toward life-long learning.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate motivates students to become independent learners.
- Each candidate seeks to motivate students' sense of purpose or importance regarding the instructional content of a class.
- Each candidate fosters positive interpersonal attitudes and self-concepts among the students in a class.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 30

Capacity To Teach Diverse Students

Each candidate demonstrates compatibility with, and ability to teach, students who are different from the candidate. The differences between students and the candidate should include ethnic, cultural, linguistic and socioeconomic differences.

Rationale

A California teaching credential authorizes a person to teach in any public school throughout a state that is ethnically, culturally, linguistically, and socioeconomically diverse. A teacher whose preparation occurs exclusively among pupils who are similar to the teacher is not well prepared to teach in California.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates knowledge of cultural differences in children, families, and communities, and prepare appropriate activities.
- Each candidate develops school-family relations including communication with parents, parent involvement, and parent education.
- Each candidate identifies forms of racial, gender, and ethnic discrimination; develops skills in identification of discriminatory practices; and implements methods to counteract discrimination in education of a culturally, linguistically, socioeconomic diverse student population.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 31

Readiness for Diverse Responsibilities

Each candidate teaches students of diverse ages and abilities, and assumes the responsibilities of full-time teachers.

Rationale

Each candidate must be prepared for the rigors of full-time teaching on a daily basis. Most holders of Multiple Subject Credentials teach in kindergartens and grades one through six. Most holders of Single Subject Credentials teach in grades seven through twelve. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age or ability level.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Student teaching in the Multiple Subject Credential Program requires one semester of full-time teaching or the equivalent of two grade levels, with one placement in a school whose population is racially, ethnically, and socially/economically different from the teacher. Students are required to complete placements in primary and intermediate classrooms.
- Full-time student teaching requires an acceptable level of contact hours with children.
- Student teaching in the Multiple Subject Credential Program with an Emphasis in Early Childhood Education requires supervision at both the primary and intermediate levels, plus at least one field experience in an educational program for children from birth through nursery school.
- Student teaching includes experience in working with parents and families at all levels.
- Student teaching includes experience in working with interdisciplinary teams of professionals, such as school and community support agencies, and members of the business community.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 32

Professional Obligations

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession. In addition, the candidate is sensitive to and respectful toward the culture of the community around the school.

Rationale

Teachers have obligations as members of a profession and a school community. To develop professionally, they must analyze and assess their own practices, and engage in collegial relationships with other members of the profession.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate demonstrates awareness of value issues and existence of a code of ethics in professional life.
- Each candidate demonstrates knowledge of indicators of child abuse and the reporting requirements.
- Each candidate demonstrates knowledge of teacher rights.
- Each candidate demonstrates knowledge of how legislation and public policy affects children, families, and programs for children.
- Each candidate demonstrates knowledge of the rights of parents and children.
- Each candidate develops a plan that provides articulation between teachers and between programs.
- Each candidate demonstrates knowledge of the school community, i.e., professional and classified staff, and the school board.
- Each candidate demonstrates knowledge of school schedules, procedures, and programs.
- Each candidate demonstrates knowledge of parent involvement in school programs, i.e., School Improvement Program (SIP), PTA, and parent volunteers.
- Each candidate demonstrates knowledge of professional teacher organizations and associations.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 33

Determination of Candidate Competence

Prior to recommending each candidate for a Multiple Subject with an Emphasis in Early Childhood Education teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category V as it relates to the teaching of (a) subjects to be authorized by the credential; and (b) communication skills, including reading.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence. Such determinations must be made with regard to the teaching of authorized subjects and the teaching of communication skills, because public school students will eventually depend on candidates to teach both of these effectively.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment of each student teacher's performance that encompasses the Standards in Category V, and that is based on instruments that are clear, fair, without bias, and tested for effectiveness.
- At least one supervising teacher and one institutional supervisor verifies and thoroughly documents each candidate's attainment of each Standard in Category V.
- The institution documents each candidate's attainment of Standards 22 through 31 as they relate to the teaching of subjects to be authorized by the credential and communication skills including reading.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of a review of the written verification of each candidate's competence and performance.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Preconditions for the Approval of Teacher Education Programs for Multiple and Single Subject Credentials

Most associations that accredit postsecondary institutions establish "preconditions" to accreditation. So do most licensing agencies that approve professional preparation programs, or that accredit professional schools. Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's *eligibility*. The actual *approval* or *accreditation* of programs, schools or institutions is based upon standards adopted by the association or licensing agency.

There are two categories of preconditions: (1) those established by State laws such as limitations on the length of a professional preparation program; and (2) those established by Commission policy such as the requirement that the sponsoring institution be accredited by the Western Association of Schools and Colleges (WASC). The preconditions were adopted by the Commission in November 1986. Institutions that intend to offer approved programs must provide a response to each precondition. Some preconditions may require a relatively brief response, others will require a detailed and thorough response. For example, a response to precondition 10 should include a list of faculty members who will be required to participate in the public schools and a three-year schedule showing when each will be expected to carry out this responsibility.

Several preconditions have been changed as a result of the Senate Bill 1422 (Chapter 1245 of the Statutes of 1992). Three preconditions were eliminated, others were revised, and the statutory authority references were changed to reflect current law. The Preconditions have been placed in a different order than in prior documents. Preconditions established by the Commission under its general statutory authority are listed first. They are followed by the Preconditions that are established by specific sections of the Education Code. The latter are designated as Interim Preconditions, to indicate that they may change again if state laws are amended as a result of the Commission's SB1422 study.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that
 - (a) is fully accredited by the Western Association of Schools and Colleges, and
 - (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.

- (2) **Personnel Decisions.** To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (3) **Demonstration of Need.** To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (4) **Practitioner's Participation in Program Design.** To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (5) **Commission Assurances.** To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission; and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) **Requests for Data.** To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Interim Preconditions Established by State Laws

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State laws. (Included with these Interim Preconditions are clarifications which may be helpful to institutions.)

- (7) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

Precondition 7 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates predominantly study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) foundations courses in which candidates predominantly study concepts, information or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers. *Reference: Education Code Section 44259 (a) and (b) (3).*

- (8) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Precondition 7) prior to allowing candidates to assume daily teaching responsibilities in elementary or secondary schools for credit toward satisfaction of the student teaching requirement. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Precondition (9). Precondition 8 applies to all aspects of professional preparation which the college or university requires prior to student teaching. *Reference: Education Code Section 44320 (a).*

Clarification of Interim Preconditions 7 and 8

Prerequisite Courses. Interim Preconditions 7 and 8 do not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation, (2) do not fall within the definition of “professional preparation,” and (3) are open to enrollment by all undergraduate students (not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Individually Prescribed Courses. Interim Preconditions 7 and 8 do not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the Category V standards by completing the regular professional preparation program.

Elected Courses. Interim Preconditions 7 and 8 do not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Interim Preconditions 7 and 8 apply to courses that are selected by candidates from a required list of courses.

- (9) **English Language Skills.** In each program of professional preparation, the college or university requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language. *Reference: Education Code Section 44259 (b).*
- (10) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test. The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. *Reference: Education Code Sections 44252 (f) and 44225 (n).*

Clarification of Interim Precondition 10

Legislative Intent. Interim Precondition 10 does not require passage of the CBEST for admission, only that the exam be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

Out of State Applicants. Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

- (11) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Precondition 7. *Reference: Education Code Section 44320 (a).*

Clarification of Interim Precondition 11

Interim Precondition 11 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

- (12) **Certificate of Clearance.** A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. *Reference: Education Code Section 44320 (d).*
- (13) **Faculty Participation.** Each faculty member who regularly teaches one or more courses relating to instructional methods shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).*

Appendix A

Resources for Development of Multiple Subject Credentials with an Emphasis in Early Childhood Education

The following recommendations have been developed using key resources which include national and state professional organizations, and specific documents related to Early Childhood Education. Competencies and preparation deemed essential by these organizations have been incorporated into this document. These resources include:

- Advisory Committee/Field Input. New competencies were developed by the Multiple Subject with an Emphasis in Early Childhood Education Advisory Committee and also resulting from recommendations by practitioners in the field in such representative organizations as California Professors of Early Childhood Education (CPECE), California Association for the Education of Young Children (CAEYC), and the California Community College Early Childhood Educators (CCC/Early Childhood Education).
- All Multiple Subject Credential Standards are included in the Multiple Subject Program with an Emphasis in Early Childhood Education. This is because the Multiple Subject with an Emphasis in Early Childhood Education Credential is an adaptation of the Multiple Subject Credential.
- The National Association for the Education of Young Children, "Early Childhood Teacher Education Guidelines for Four-Year Institutions."
- The National Council of Accreditation for Teacher Education guidelines for the evaluation of university teacher education credential programs in Early Childhood Education, which are the guidelines developed by NAEYC.